



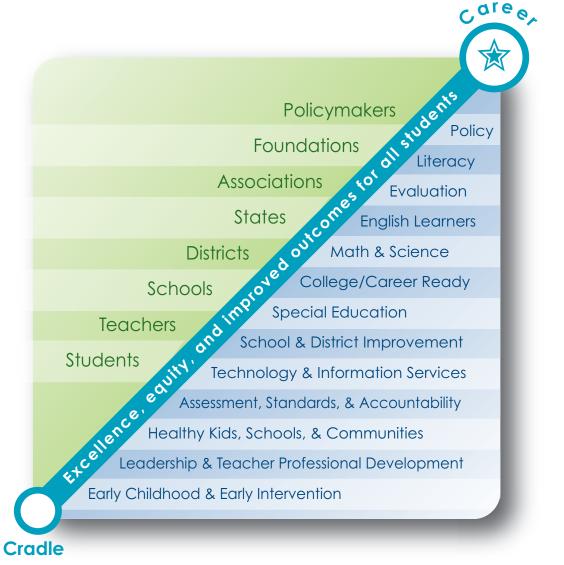
The WestEd Mission



WestEd is a national, nonpartisan research, development, and service agency that works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults.

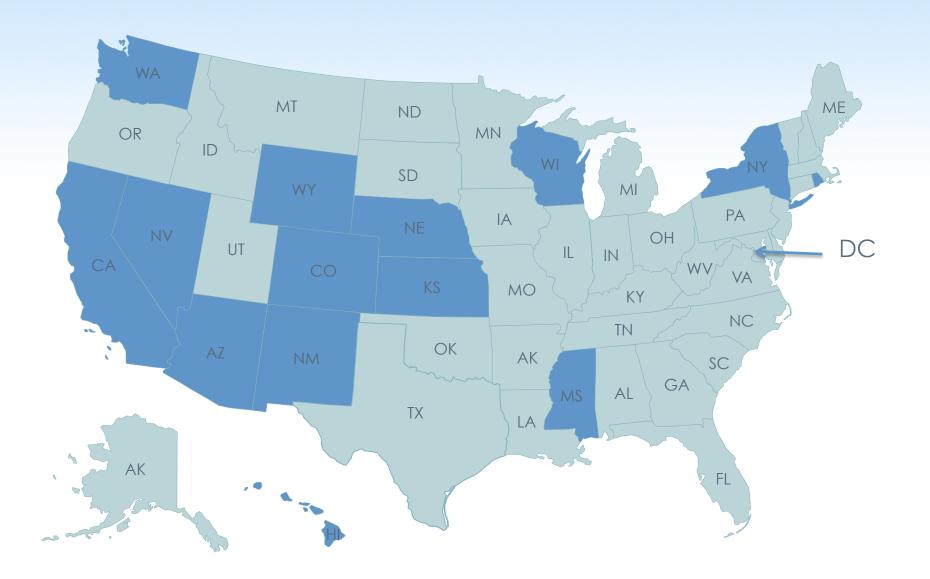


WestEd's Clients & Expertise

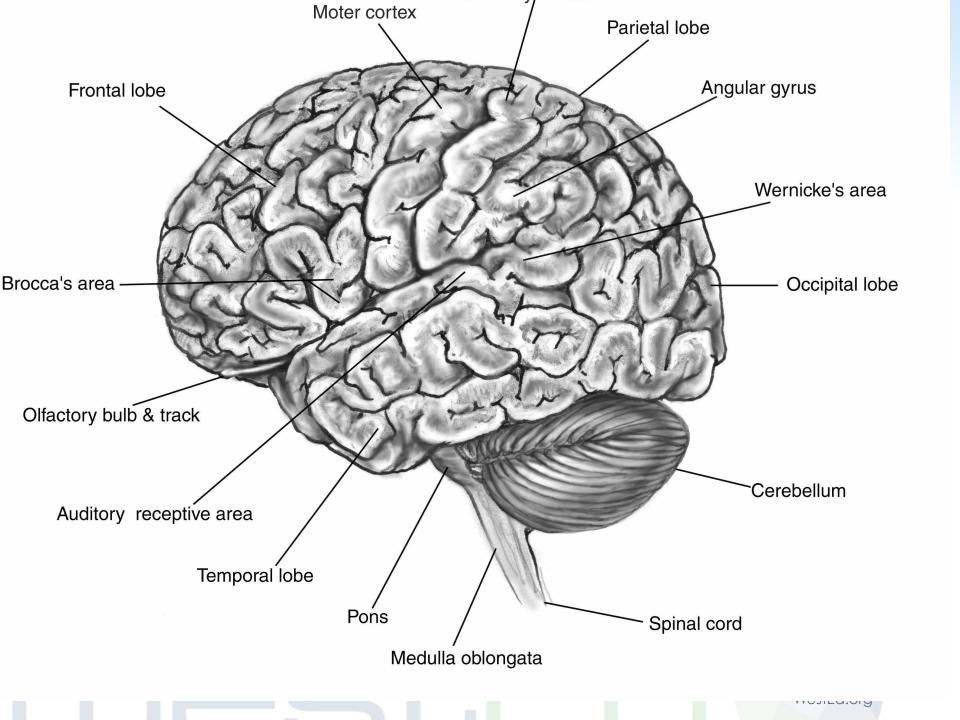


Every student deserves the opportunity to develop as an intelligent, curious, creative, and caring human being.

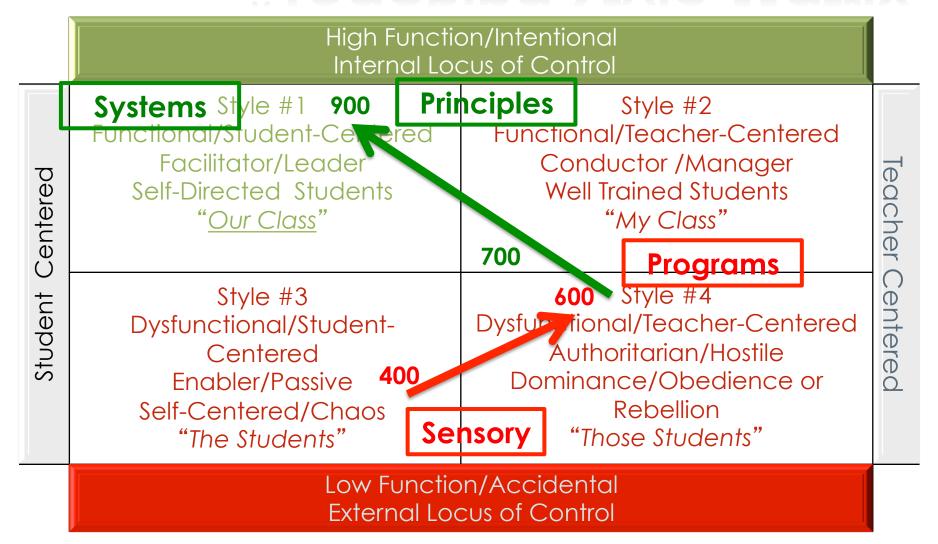


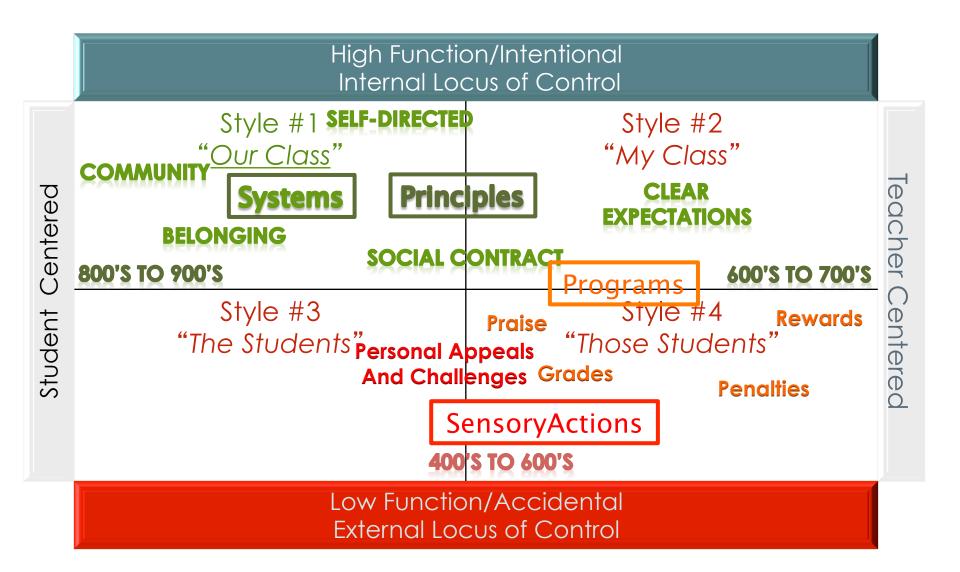




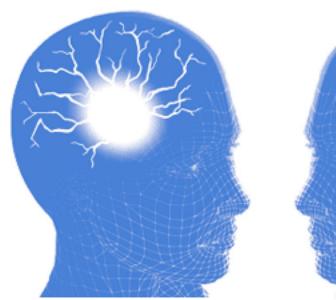


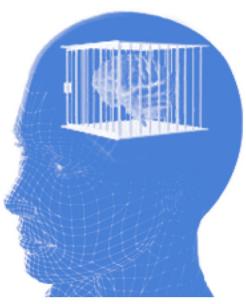
*Teaching Style Matrix



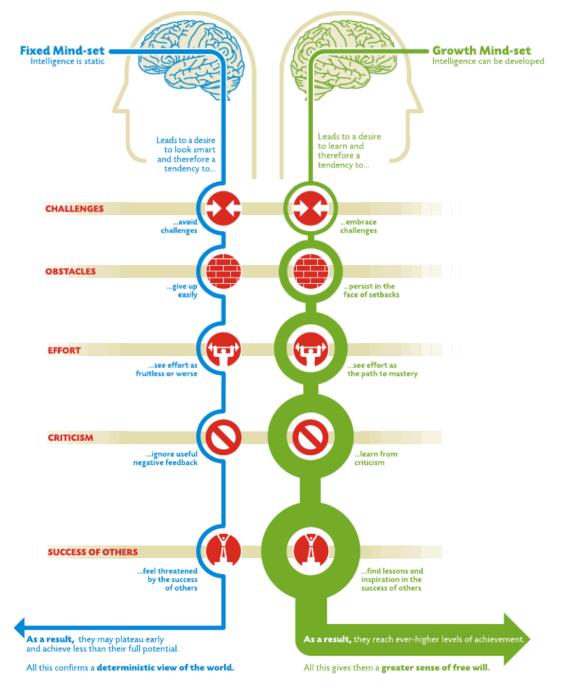


Growth Mindset vs. Fixed Mindset









Basics on Culture Shifts

- Adult behaviors must change first
 - Saying that the students and parents have to do all the changing is false. They will come along when the school makes the right shifts.
- Some systems might need to change
 - Even though some you have in place might be REALLY comfortable.
- Its not always about working harder, perhaps instead it is about working SMARTER
 - You may need to stop doing some activities that are wasting time and effort, before you start cultural change that supports proper implementation that is sustainable.
- Culture change can be painful and messy, and is not for the meek.
 - It confronts beliefs, assumptions and comfortable behaviors developed over time that many can fight to protect.

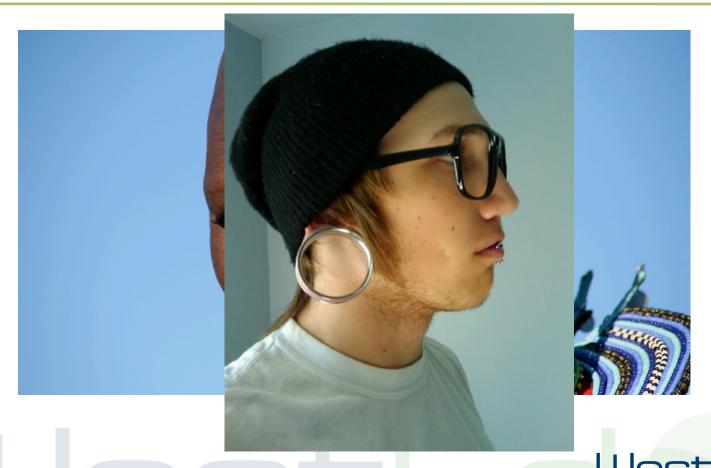


Enjoyed Daily by 2,500,000,000





Beauty and Respect



WestEd.org



Source: Reuters/Jonathan Bachman

The commonly held beliefs of teachers, students, and principals.

-Heckman, (1993)



School cultures are complex webs of traditions and rituals that have been built up over time as teachers, students, parents, and administrators work together and deal with crises and accomplishments.

-Peterson and Deal, (1999)



Historically transmitted patterns of meaning that include the norms, values, beliefs, ceremonies, rituals, traditions, and myths, understood, maybe in varying degrees, by members of the school community.

-Stolp and Smith, (1994)



How we do things around here. - Bower, (1966)





Frayer-ing Norms

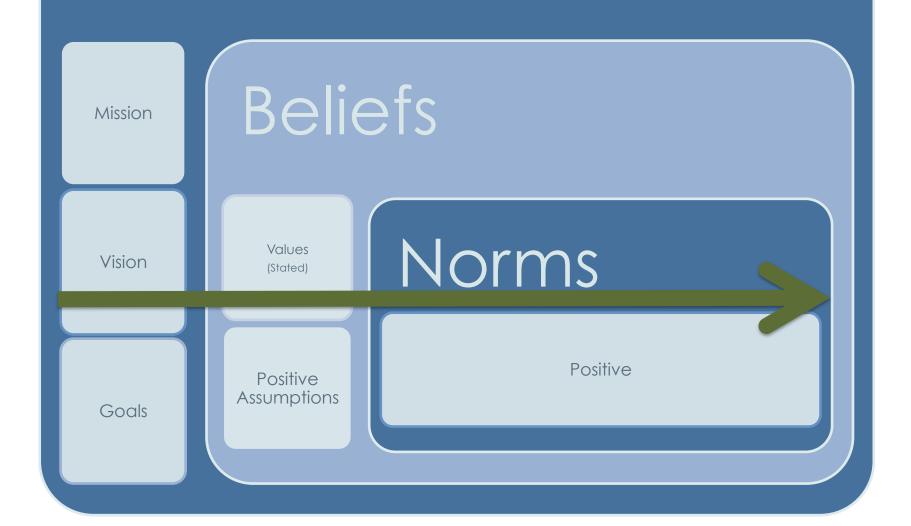
Trayer mg 1 vorms		
Dictionary Definition:	In your own words:	
 Something that is usual, typical, or standard. A standard or pattern, esp. of social behavior, that is typical or expected of a 	How we do things around here.	
group: "the norms of good behavior in the civil service" No	orm (n) What it isn't:	
-What most people actual do, without thinking for the most part -Can evolve over time, intentionally and unintentionallyCan be confronted and changed with staff commitmentCan be controlled by whoever tries to control them, with a good plan.	-Rules on walls we kinda/sorta of followNorms we state on agendas or in staff meetings we kinda/sorta followStatements we are annoyed with	

- Something you should never give up on

controlling for the sake of students.

hearing about all the time.

School Culture



School Culture

Mission

Beliefs

Vision

Goals

Values (Stated or Unstated)

Assumptions (Positive and Negative)

Norms

Positive

Negative

School Culture

Mission

Beliefs

Vision

Negative Assumptions

Unstated Values Norms

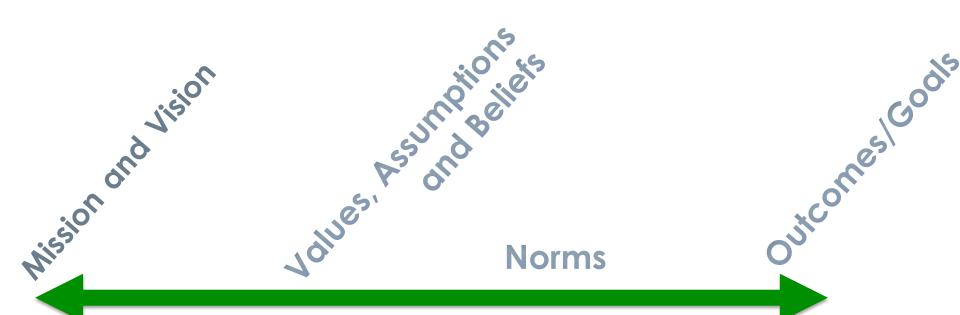
Negative

Goals



Positive Norm	Negative Norm
Treat people with respect.	(Don't disagree with the principal.) (Treat women as inferior.) (Treat colleagues poorly.) (Laugh at and criticize those who are innovative.) (Distrust colleagues.)
See everyone as a potential source of valuable insights and expertise.	(Reward or recognize others on the basis of politics.) (Distrust colleagues.)
Be willing to take on responsibilities.	(Look busy and innovative when you're not.)
Try to initiate changes to improve performance.	(Don't make waves.) (Laugh at criticize those who are innovative.)
Encourage those who suggest new ideas.	(Don't make waves.) (Hide new ideas and information from others.) (Laugh at criticize those who are innovative.) (Reward or recognize others on the basis of politics.) (Share information only when it benefits your own unit.)
Conscious of costs.	
Speak with pride about the school and your unit.	(Put your school down.)
Allocate time according to the importance of the tasks.	(Ignore areas of curriculum, instruction, and learning that are problematic; rationalize why they can't get better.)
Don't criticize the school in front of students or community.	(Complain and criticizes your school to the outside.) (Complain constantly about everything.)
Enjoy and be enthusiastic in your work.	(Hate your work.) (Look busy and innovative when you're not.)
Be helpful and supportive of the others in the school.	(Complain constantly about everything.) (Share information only when it benefits your own unit.)
Share information to make the organization better.	(Reward or recognize others on the basis of politics.) (Share information only when it benefits your own unit.)
Do what will serve the needs of students rather than what will serve personal needs only.	(Look busy and innovative when you're not.) (Distrust colleagues.) (Do what will serve personal needs first and the needs of the students later.)

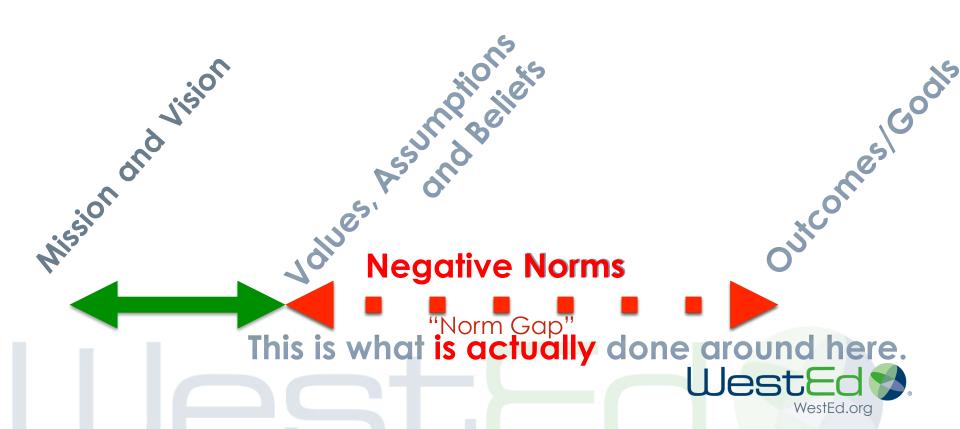
The School Culture Gap Planned = Lived



This is what we do around here.

WestEd.org

*The School Culture Gap Planned vs. Lived





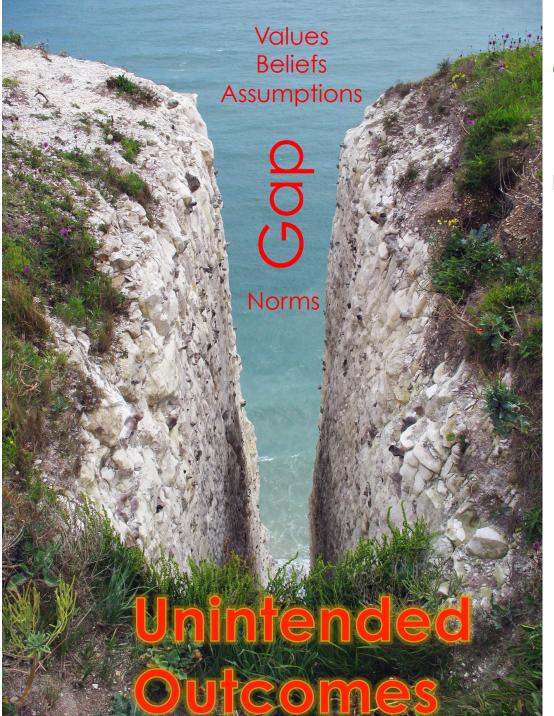
Mission and Vision





Unintentional Norms = Different Outcomes than Planned

Mission Vision



Goals

Desired Outcomes

A word on missions and visions...

They can be tells...

Our School mission is to provide students with a safe and supportive place to succeed.

A *Big District of Schools* (BDS) educates all students for success in higher education, careers, and responsible citizenship so that BDS is the first choice for families.

What this tells us, is that this school struggles with....



A word on missions and visions...

They can be very hard to remember and then not really able to drive our work...

Generic Elementary School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved on our students' learning.



A word on missions and visions...

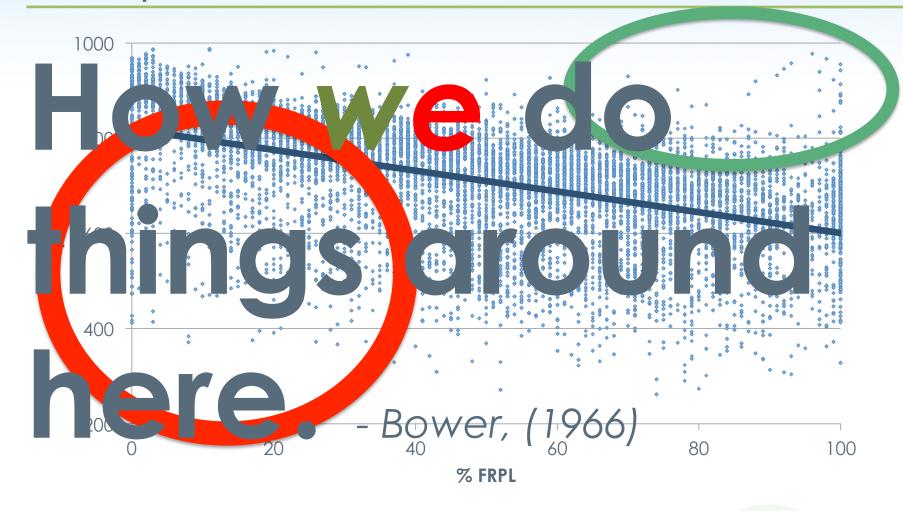
They can be <u>elegant</u> and <u>clearly</u> drive our work:

Highly Focused Example School ensures that students develop the academic skills, character, and intellectual habits necessary to succeed in college and the world beyond.

Highly Strategic District ensures every school meets the need of every student, such that all student are successful in graduating college, at minimum, on their path to the career of their choosing.

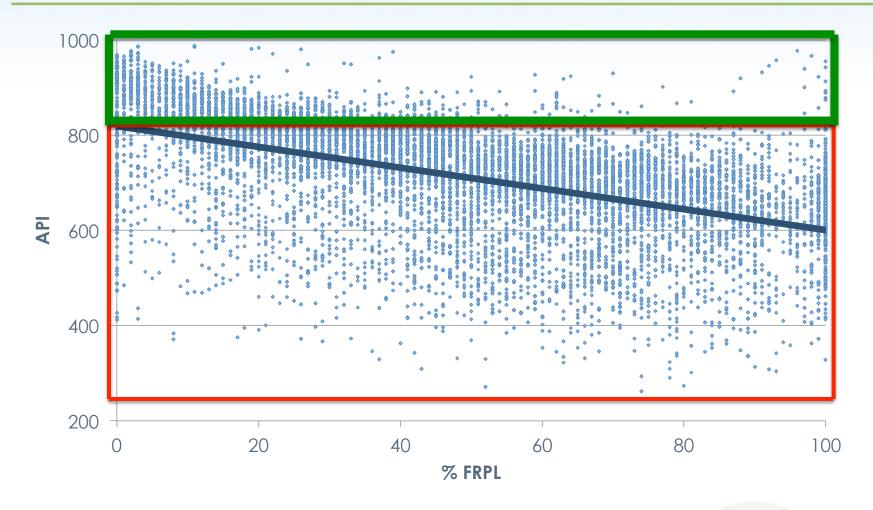


What explains this???



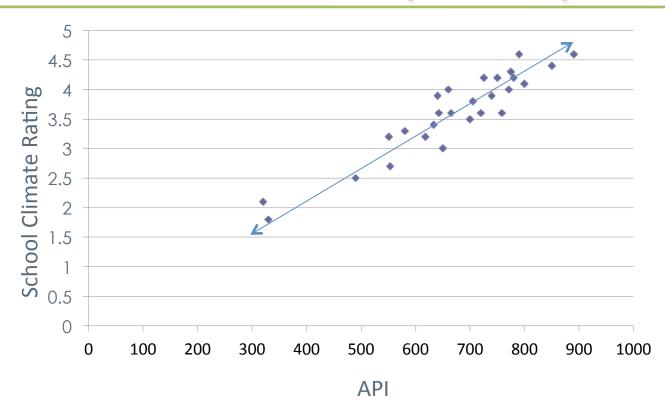


What explains this???



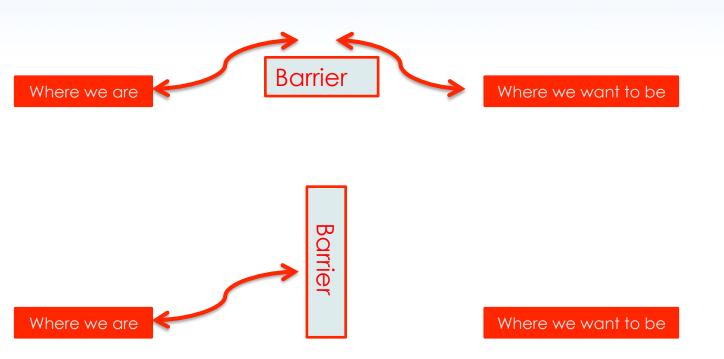


School Climate Score (SCAI) by Student Achievement (CA API)

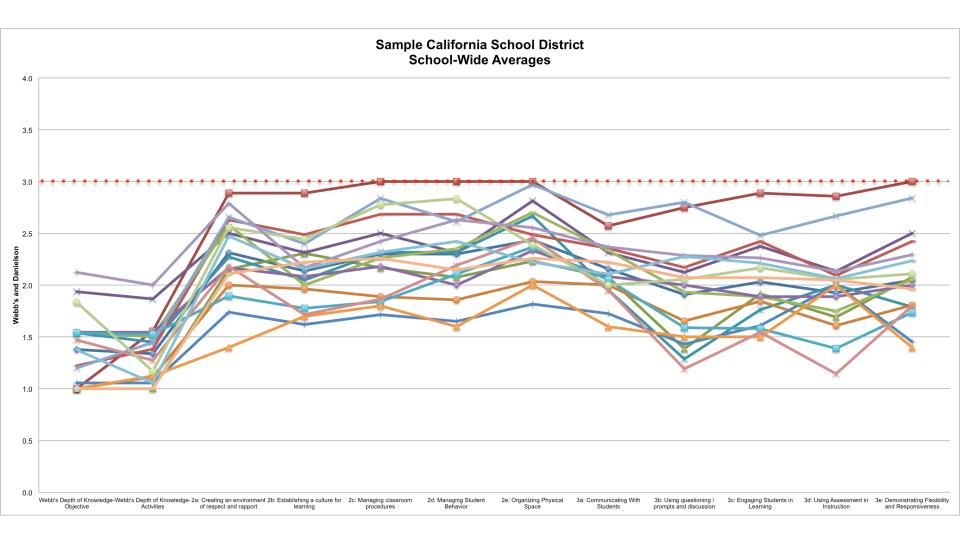




Implementation Barrier

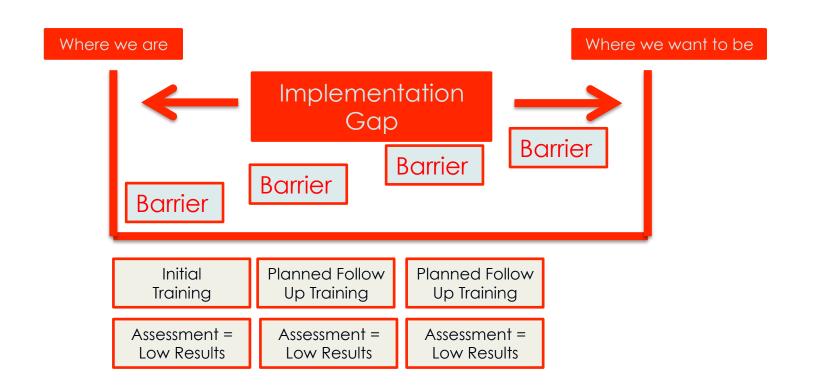




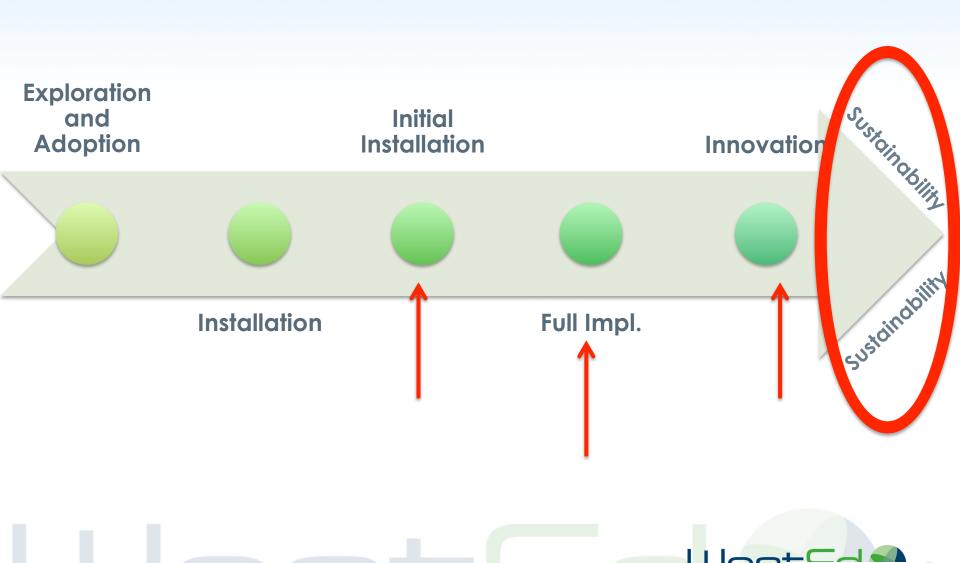


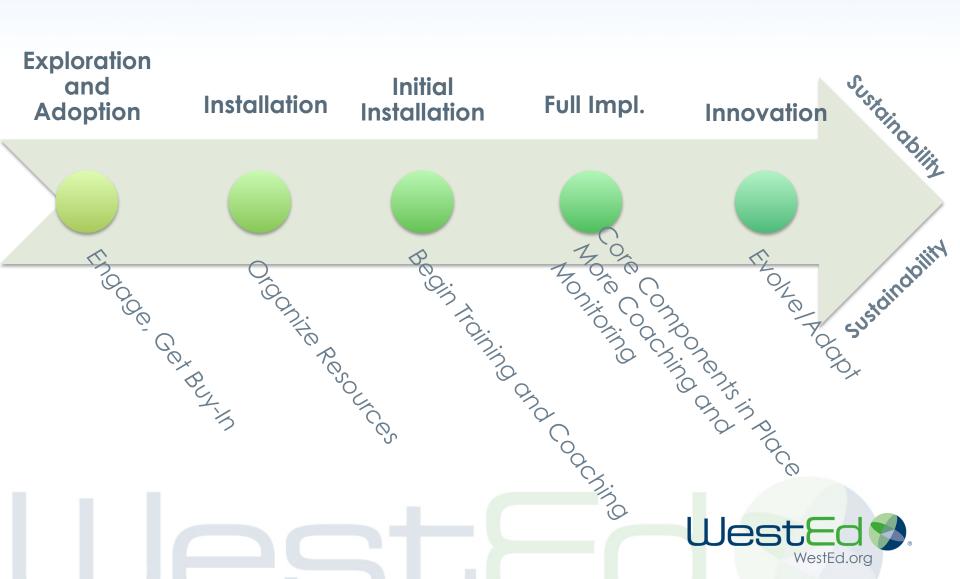


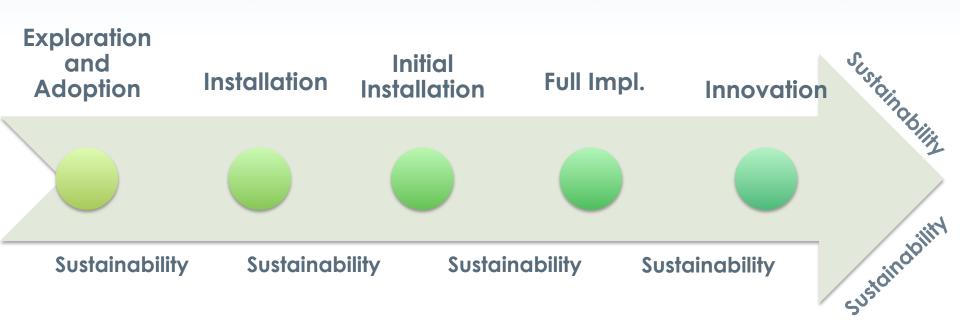
Implementation Gap



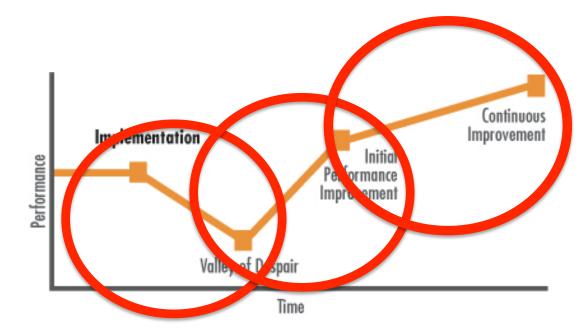


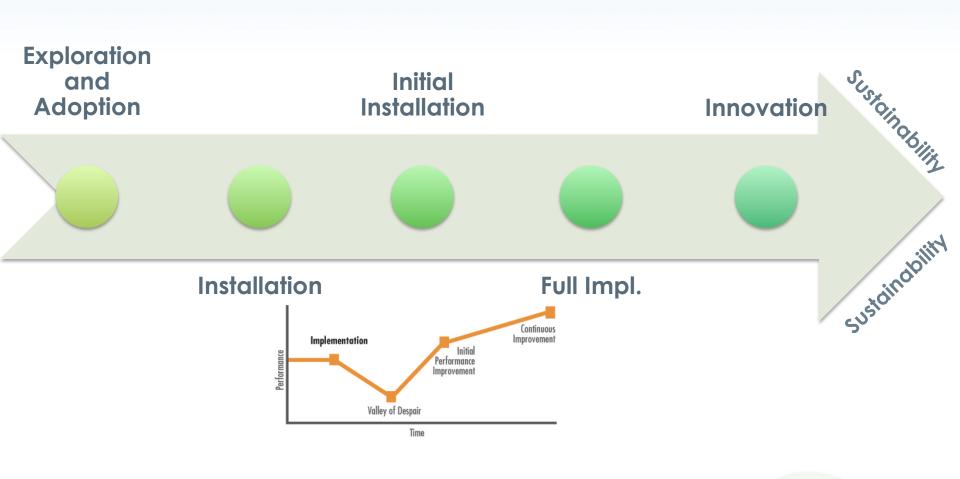




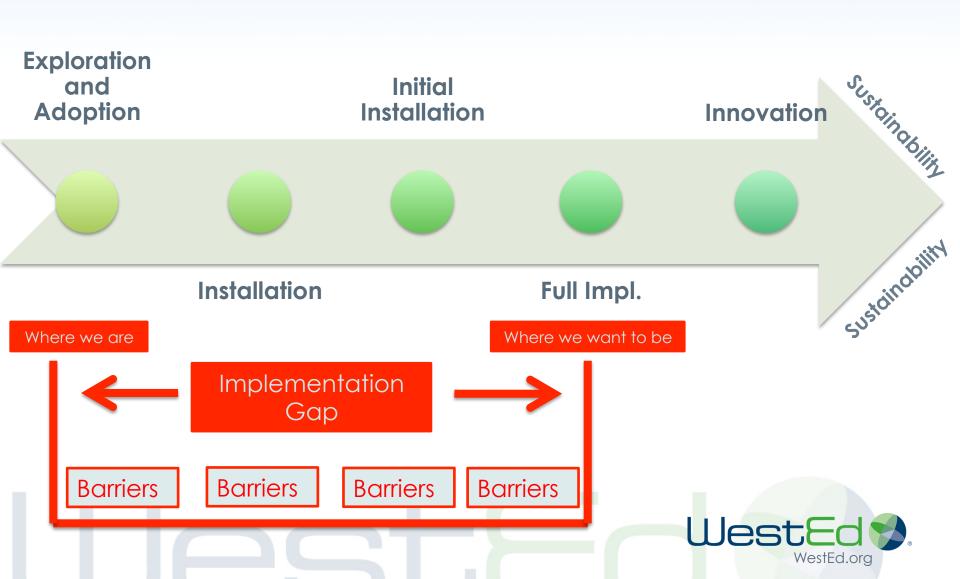








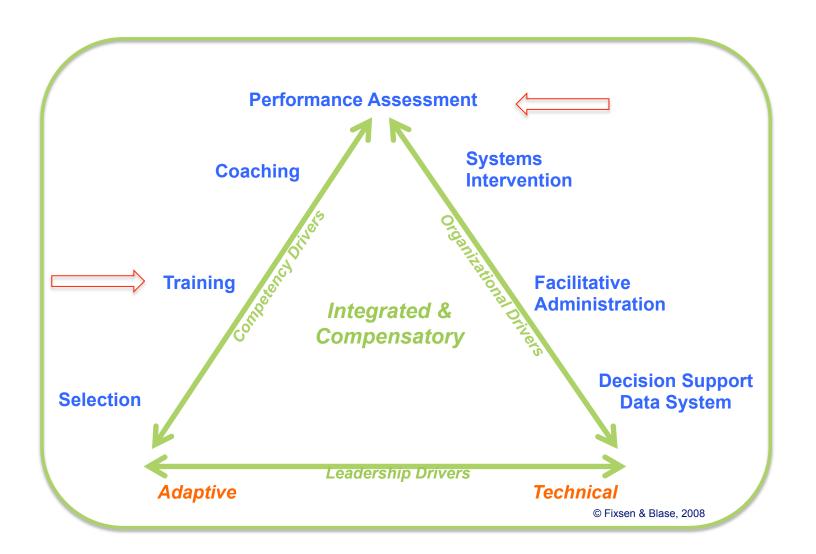
WestEd.org



There is a Science to Implementation

Implementation NOT Effective Effective Actual Poor Effective Benefits **Outcomes** NOT Poor Poor Effective **Outcomes Outcomes**



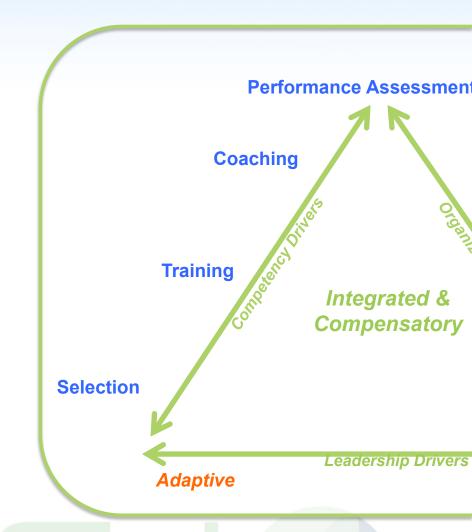




Are teachers getting high quality, formative coaching after each training session?

What is the best sequence and andragogical framework for the needed training?

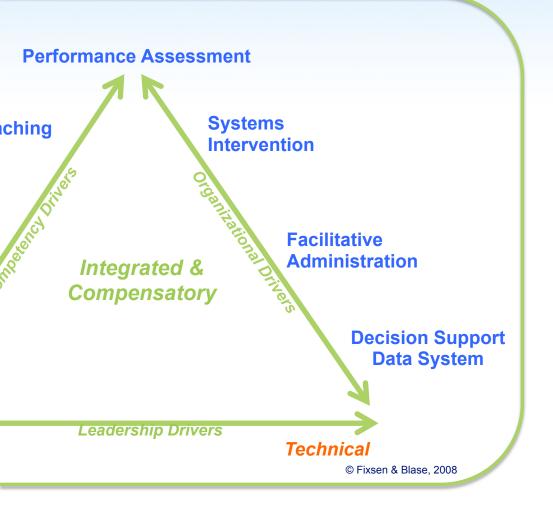
How did you select the Program, Trainers and Coaches?





What timely formative data do you have on the level of fidelity each staff member is implementing the core components?



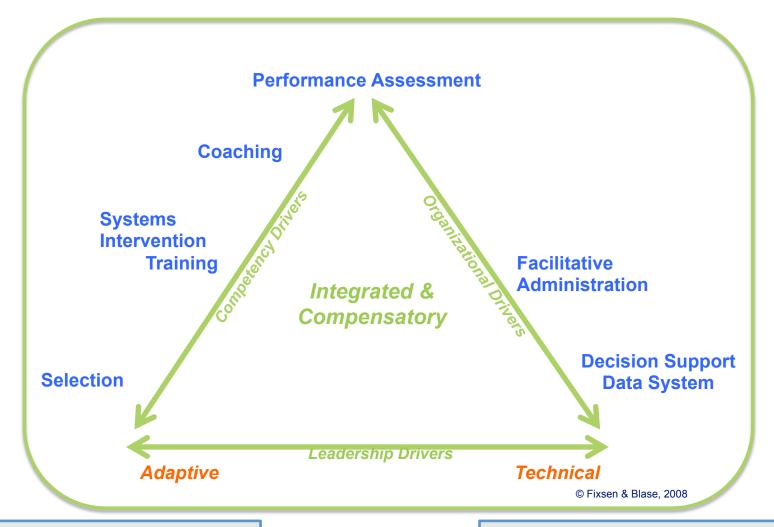


Is the data used to be nimble and intervene or celebrate as needed?

Is the leadership team functioning to lead implementation and remove barriers for staff?

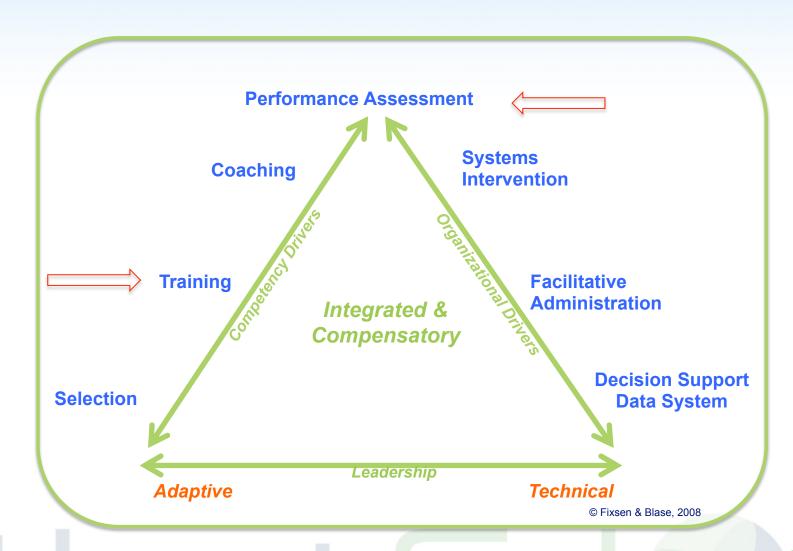
What system are you using to store and represent the formative performance data?





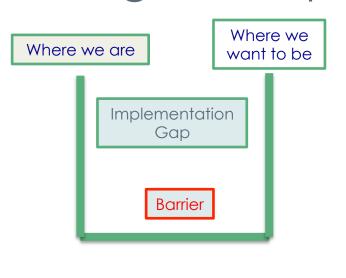
How will the leadership team be adaptive when unique barriers arise such that creative solutions ensure the core components thrive?

How will the leadership (team) get the technical problem solving training on how to facilitate implementation of the core components?





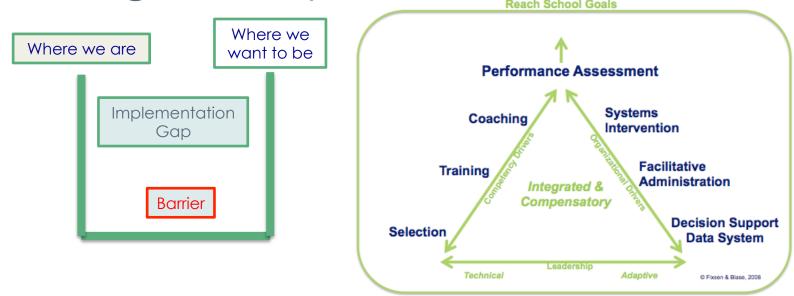
Shrinking the Implementation Gap





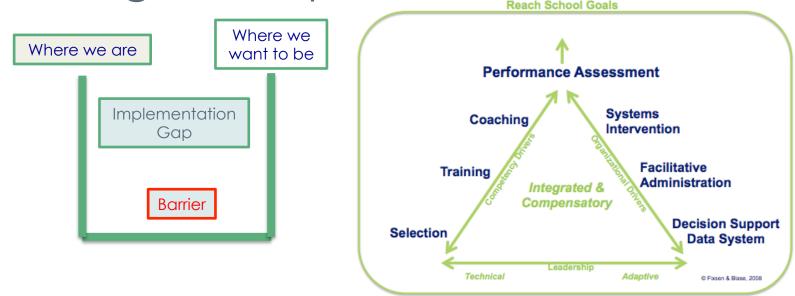
- Select GREAT trainers, have practice in training, check for understanding in training.
- ALL practitioners get reflective coaching (select GREAT coaches) just after district and school level trainings.
- Have cycles of valid and timely formative student and teacher data (not just "fidelity data," must point to core components being in place or not.).
- Use the data timely and intervene (and celebrate!!).
- Where new training and coaching happened because of the data pointing toward the need for interventions, intensify coaching, collect new data and decide on any new interventions that are needed.

Shrinking the Implementation Gap



- Is the professional development system you have in place (training and coaching) doing what your students need it to do?
- How can every teacher get high quality and timely reflective coaching throughout your school?
- How can you ensure there is timely formative student and teacher performance data to use for judging your level implementation success?

Shrinking the Implementation Gap



- Is your data valid in assessing progress on the core components or is it just quasi-useful data? Leading vs. Lagging Indicator?
- Do your data collectors have inter-rater reliability? (Technical Training)

Drivers of Sustainability



Building Capacity = Sustainable

Being done for you = Temporary (or not a) Solution



Drivers of Sustainability

Programs, Things, Consultants, Time, Trainings = Temporary Solutions



Drivers in Action: Competency Drivers

Builds Sustainability

- Build Systems for Training that Interacts with Coaching
- 2. Embed Principles in Culture
- 3. Instill Habits and Norms
- Full Implementation First (Fidelity)
- 5. Building Coaching Capacity
- Knowledge Capture/Documentation for New StaffOn-boarding

Temporary Solution

- Buy, Install and Train on Programs and New Tools
- 2. Train Staff on Programs
- 3. Following Product Guides
- Loose Implementation (Innovation early)
- 5. Outside Coaches Only
- 6. Train Staff Only During Installation Period

Drivers in Action: Organizational Drivers

Builds Sustainability

- 1. Reciprocal Accountability
- 2. SMART Goals that can be incrementally evaluated
- Collect Data on Program Implementation
- Implementation Teams
 Review Implementation
 Data ~Bi-weekly
- Instant Intervention/Celebration

Temporary Solution

- 1. Top Down Accountability
- 2. End of Year Testing Goals
- Look at Long Term Data (MAP/WKCE/AP/ACT-SAT)
- 4. Principal or Admin Team Work from Assumptions/Observations
- 5. Lethargy/Blindness/Ignoring

Drivers in Action: Organizational Drivers

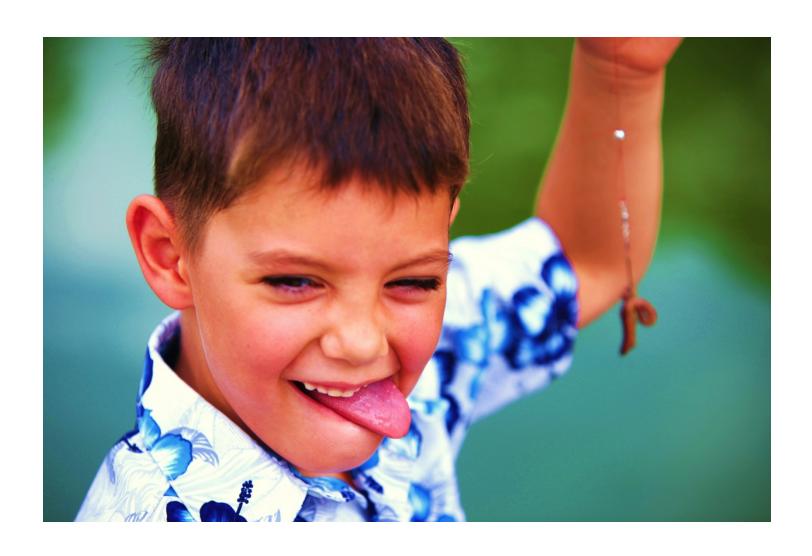
Builds Sustainability

- Technical
- 2. Adaptive

<u>Temporary Solution</u>

- 1. Training is for teachers only
- 2. Rigid/Short-sighted/Unable

Go catch some fish, sustainably



Ro you have a norm gap?

Mission:

Vision:

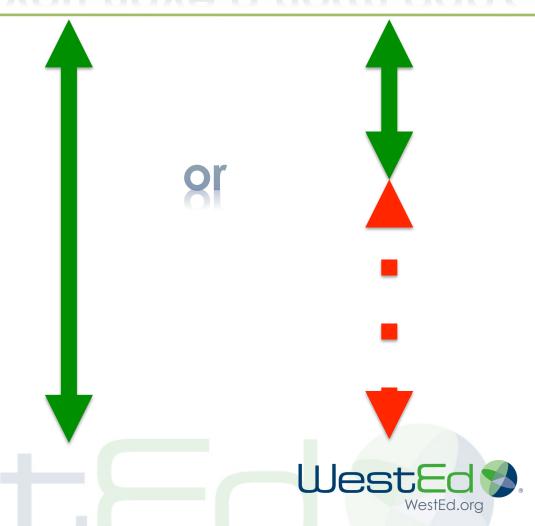
Core Beliefs/Values:

Assumptions:

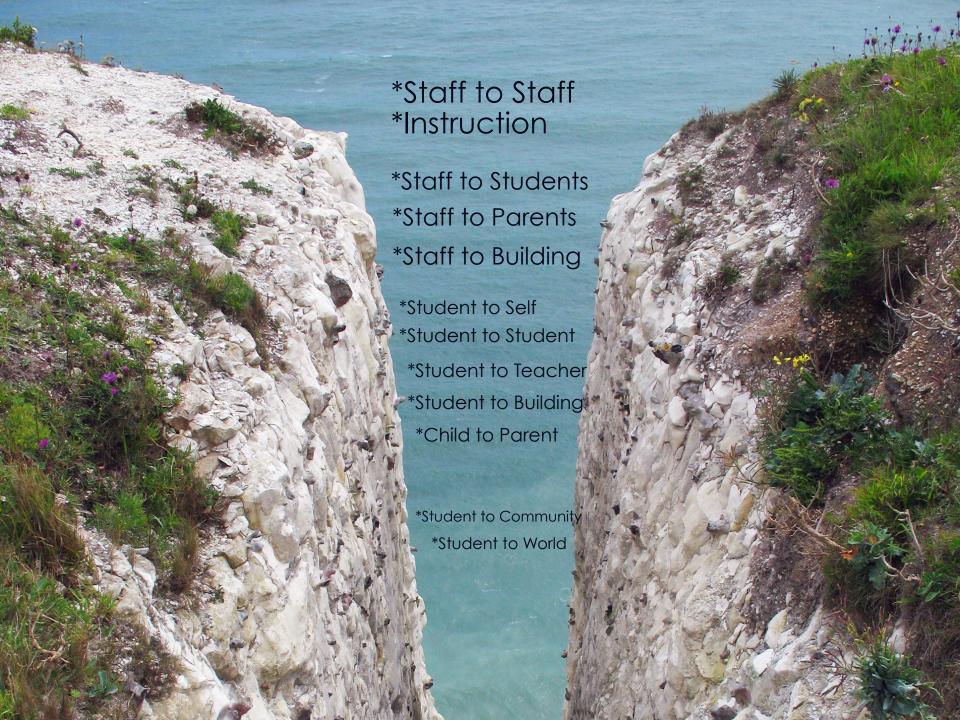
Norms:

School Goals:

Actual Outcomes:









Implementation

" \wedge t r h t r ."



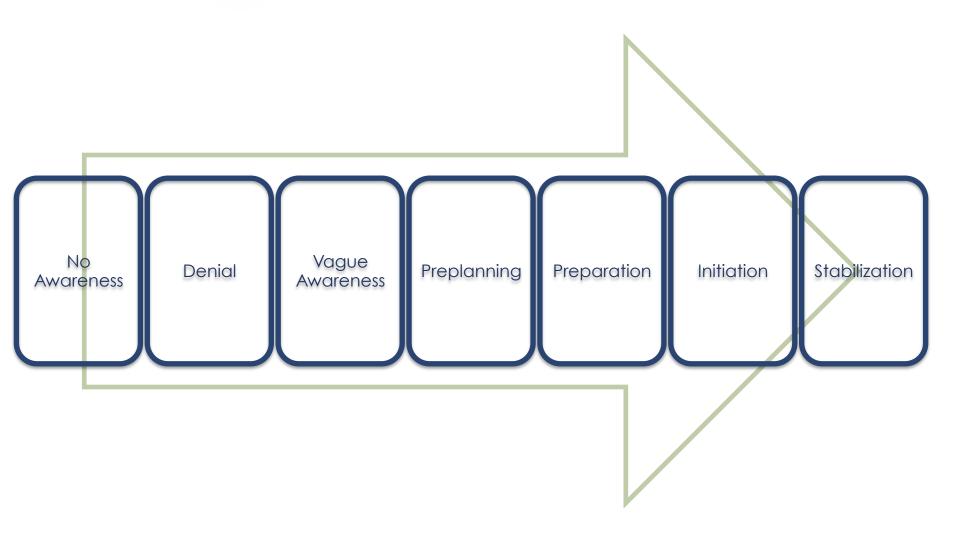


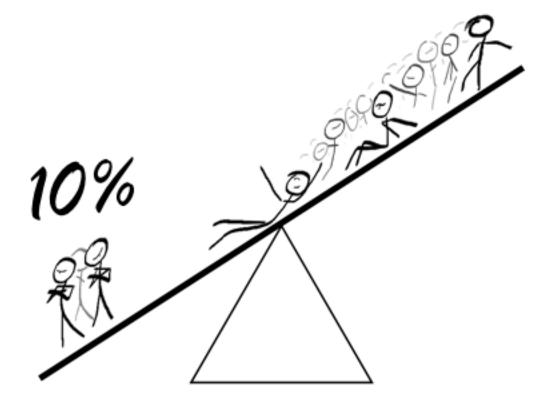
*How do we overcome resistance...

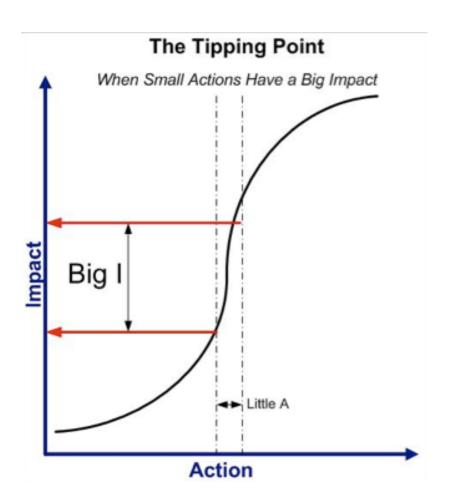




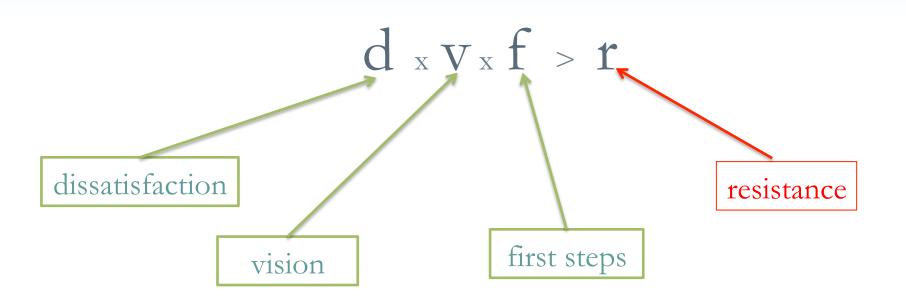
Stages of Readiness





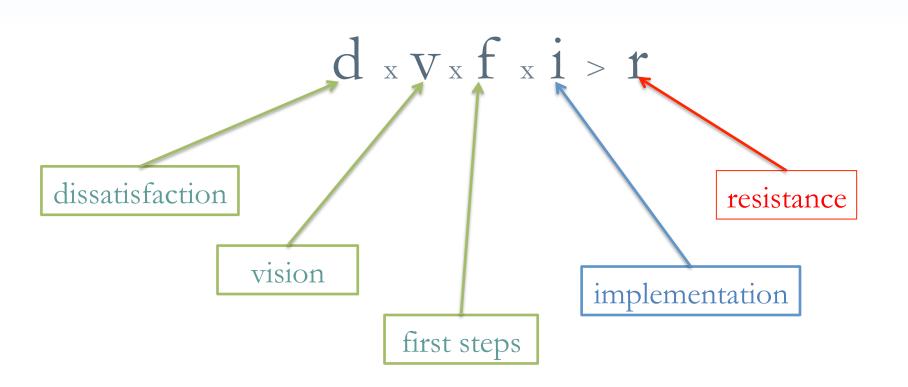


Gleicher Formula



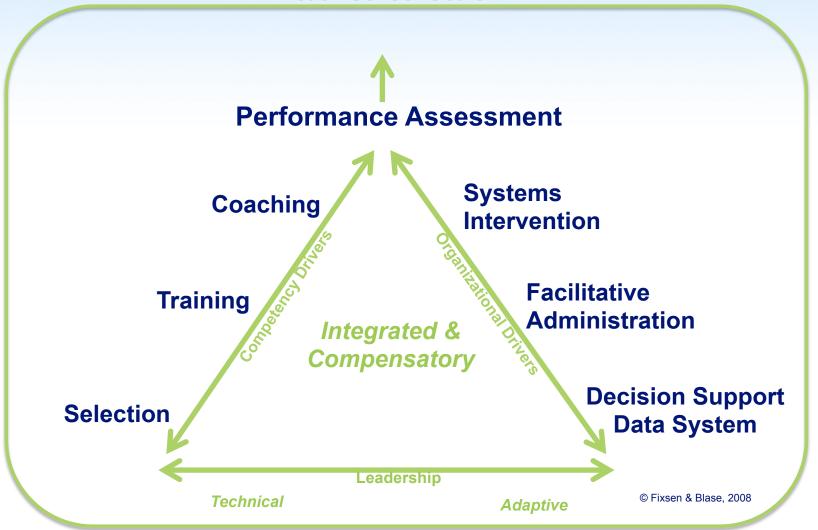


Gleicher Formula





Reach School Goals





Implementation Science

Stages of Implementation:

(2 to 4 Years, Non-Linear, Influence Each other)

- Exploration and Adoption
- Installation
- Initial Implementation
- Full Imp.
- Innovation
- Sustainability

Jigsaw

Count off by 7.

1= Staff Selection

3= Coaching and Consultation

5= Data Systems

7= System Intervention

2= Pre-service/In-service Training

4= Performance Assessment

6= Facilitative Administration

- 1) All silently read: 1 to 3 (Up to Innovation) (10 mins)
- 2) Based on your number above, Read the section on your driver and plan for teaching others what it is all about.
- 3) Speak as the expert on your *Driver* to the group. Each gets 2 mins max to teach (stay on topic). (14 mins)
- 4) After all seven present, discuss Stages of Implementation and Integrated and Compensatory (535). (4 mins)



ImpleMap

Drivers	Actions/Tasks
Selection	
Training (and Practice)	
Coaching	
Performance Assessment	
Decision Supporting Data System	
Facilitative Administration	
Systems Intervention	





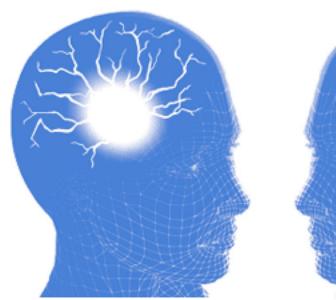
Establish and enforce a non-negotiable list of inappropriate staff management methods, such as yelling not being tolerated, or allowing students to talk over a staff member or student speaker.

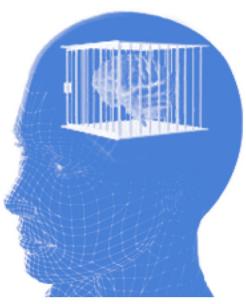
Implementation Driver	Actions
Staff Selection	Have the strongest facilitators in the school of adult learning form the <i>Implementation Team</i> (IT) of staff non-negotiables. Select based on past ratings of staff as strong developers and are well trusted by staff and those who have proven skills in reflective coaching.
Training	The IT will lead the staff through listing out what staff have done in the past that should not be done any longer that allows the school culture to be anything but fulfilling of the [newly formed] mission (November). Facilitate staff agreement on the list and to remove them from practice. They have staff create a list of suggest replacement behaviors (constructive norms: Instructional and student behavior management related). Based on data collected, conduct follow-up training for all staff and for small groups of struggling staff.
Coaching	Provide all teachers coaching at least twice in the first month. Staff who admit to needing more help can request more coaching. Coaching should be based on a full observation and debrief. If requested, a planning session can occur. Conduct intervention coaching for those who are struggling and are not admitting to the need for support. (Non-evaluative)
Formative Performance Assessment	Collect concrete data on how often the non-negotiables are seen from teachers, students, parents, and in observations bi-weekly using custom observation form created by IT. Start with check list and anecdotal notes, evolve to a rubric observation form as created by IT in year 2.

Establish and enforce a non-negotiable list of inappropriate staff management methods, such as yelling not being tolerated, or allowing students to talk over a staff member or student speaker.

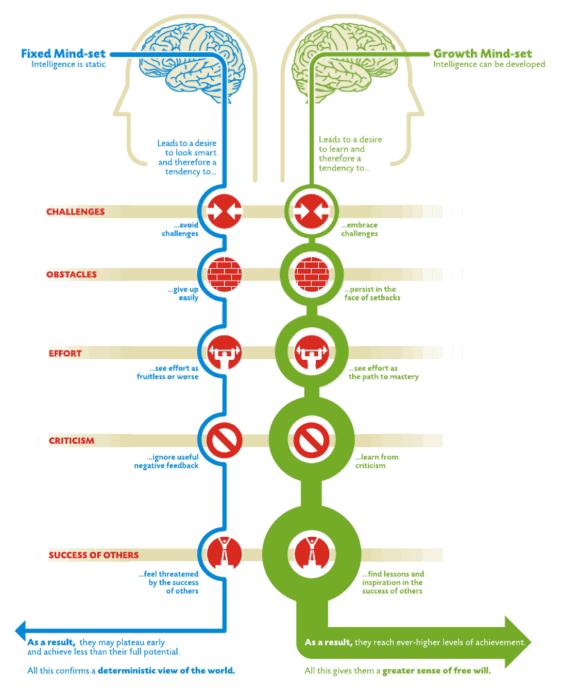
Implementation Driver	Actions							
Facilitative Administration	The IT will include teacher leaders and school leaders who will meet bi-weekly to plan PD/Coaching and to review data. The team's charter is to work to remove any and all barriers for teachers (and other staff) struggling to live up to the teacher created list of do and don't behaviors.							
Decision Data Systems	Use the formative walkthrough data collected bi-weekly to make decisions in the IT meetings about celebrations and/or interventions needed. Take action immediately!							
Systems Interventions	Use the bi-weekly formative data to enact interventions needed (and celebrations) to make sure the non-negotiables are adopted and have a positive impact on the staff and student culture.							

Growth Mindset vs. Fixed Mindset









	Growth Mindset Norms*	Fixed Mindset Norms*
1	Teachers provide academic challenges for all Students taught to embrace/seek challenges and persist in the face of setbacks	Teachers do not provide academic challenges for all Students permitted to avoid challenges and give up easily
2	Teachers and students state, "Oh! I like a challenge!" or something similar	Teachers and/or students state, "This is too hard. I give up." or something similar and is unaddressed
3	Teachers and students see/communicate that effort and practice are the path to mastery Teachers and students acknowledges getting smart/intelligent from effort	Teachers and students see/communicate that effort is fruitless due to ability and talent being innate Teachers and students state, "I'm just not a math person." or something similar
4	Teachers give incremental clues and cues when students are not there yet and during questioning Students in cooperative settings help, but don't tell/do for others Teachers never do something for a child that the child can do for themselves in a learning situation	Teachers dispense information to students Teachers give answers when students don't have them Students in cooperative settings tell answers, allow copying or do the work for others Teachers bail out students who struggle by telling and doing the potential learning situation for the student
5	Teacher models and teaches persistence Teachers use wait time and encourage all to be patient during thinking opportunities Students persist in thinking exercises until complete Students are allowed to have ample think and do time during activities Students seek help only after giving true effort	Teacher models giving up No or not enough thinking and/or doing time given Teachers go with first student to come up with an answer or allows calling out (not unison calls) Students give up during thinking exercises Students ask for help without true effort applied repeatedly to an activity
6	Teachers and students praise and give feedback on effort and strategy Teachers give incremental and specific feedback during lessons and on student products Teachers and students communicate that they learn from criticism/feedback and are accepting of it	Teachers and students praise and give feedback on intelligence/smartness, correctness and/or behavioral compliance Teachers give right and wrong feedback mostly Teachers and students ignore/avoid giving and receiving useful criticism and feedback
7	Teachers models being wrong as being a big learning opportunity Students are taught to embrace mistakes and the learning that comes from them Students are made to feel comfortable being wrong in public	Teachers shows a dislike for mistakes Teachers promote a feeling of wrong being bad and/or to avoid being wrong in public Students communicate that being wrong is bad (ridicule) Teachers and students hide being wrong (helpless techniques)
8	Teachers and students show when others succeed they find learning and inspiration in their success	Teachers and students show when others succeed they are threatened by their success
9	Teachers and students see/communicate that assignments and assessments are about learning and personal growth	Teachers and students see/communicate that assignments and assessments are about comparison/ranking and grades
10	Teachers provide performance tasks and constructed response type activities	Teachers give activities and measures designed to compare, rank and grade students
11	Teachers and students recognize and/or celebrate personal growth The school has systems to celebrate personal growth at least as much as celebrations of top achievers	Teachers and students recognize and celebrate top achievers/achievement only The school primarily has systems to reward top achievers

^{*}All norms can be viewed also as messages written on assignments, texts, novels, videos, posters, walls, bulletin boards, announcements, flyers, newsletters, websites, phone calls, staff development materials, etc.

Increase of Growth Mindset Norms and Decrease of Fixed Mindset Norms

		Growth Mir	idset Norms	Fixed Mindset Norms			
	School	#∆ to H ^a	#∆ to M ^b	#∆ to M °	#∆ to N d		
	Α	0	0	0	0		
	R	0	4	2	0		
L	С	6	2	1	2		
	D	0	+2	1	0		
	E	0	1	1	3		
	F	2	3	0	0		
	G	0	0	0	2		

^a Number of norms that increased to a *Highly Prevalent* norm. Those that appear in 67% to 100% of observed cases.

^b Number of norms that increased to *Moderately Prevalent Norm*. Those that appear in 33% to 66% of observed cases.

^c Number of norms that decreased to a Moderately Prevalent Norm. Those that appear in 33% to 66% of observed cases.

^C Number of norms that decreased to a *Not Prevalent Norm*. Those that appear in 0% to 32% of observed cases.

Number of Growth and Fixed Mindset Norms Before and After Study Period

Growth Mindset Norms						Fixed Mindset Norms							
Sc	hool	В-Н	A-H	В-М	A-M	B-N	A-N	В-Н	А-Н	В-М	A-M	B-N	A-N
	Α	0	0	3	0	8	11	1	2	2	1	8	8
	В	0	0	3	7	8	4	2	0	0	4	9	7
	С	1	7	4	3	6	1	2	0	2	2	7	9
	D	0	0	0	2	11	9	1	2	2	5	8	4
	E	1	2	2	1	8	10	2	1	3	1	6	9
	F	0	2	1	3	10	6	1	1	1	7	9	5
	G	0	0	3	0	8	11	3	1	1	2	7	7

B-H: Baseline Walks noted a Highly Prevalent Norm (observed in 66 to 100 percent of cases)

A-H: After Study Period Walks noted a Highly Prevalent Norm (observed in 66 to 100 percent of cases)

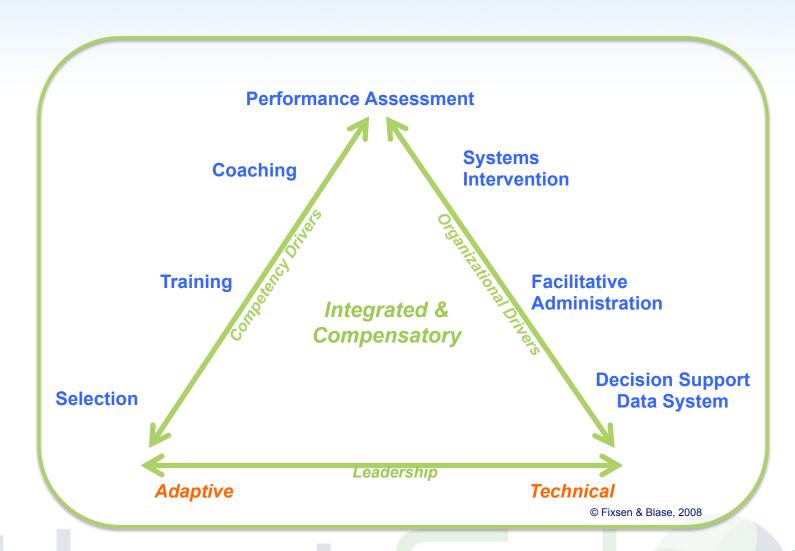
B-M: Baseline Walks noted a Moderately Prevalent Norm (Observed in 33 to 65 percent of cases)

A-M: After Study Period Walks noted a Moderately Prevalent Norm (Observed in 33 to 65 percent of cases)

B-N: Baseline Walks noted a Not Prevalent Norm (Observed in 0 to 32 percent of cases)

A-N: After Study Period Walks noted a Not Prevalent Norm (Observed in 0 to 32 percent of cases)

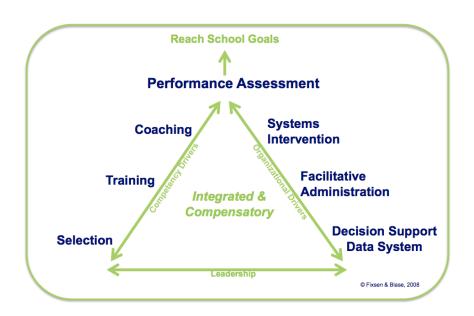
Implementation Drivers





Work Time!

- Use your final ImpleMap to plan out a new initiative being implemented at your school, or to re-plan implementing something you are already working on this year.
- Work with any school leadership team members present from your site.
- Be prepared to share out your work and what was illuminated for you.



Reciprocal Accountability

Simply stated, if I have an expectation of you, then I have an obligation to provide you with whatever you need to be successful in meeting that expectation.

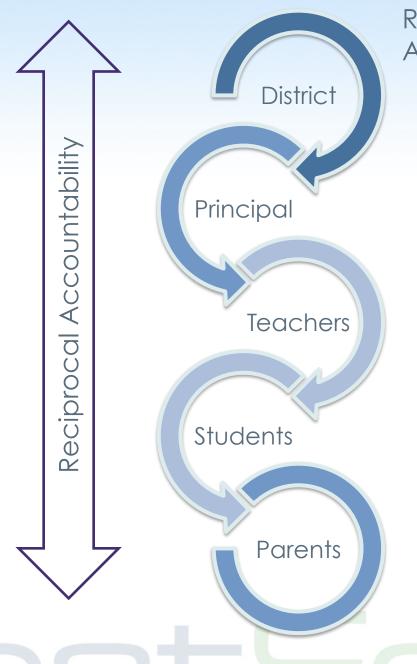
- Michael Fullan



Traditional Accountability – One Direction State Superintendent

One Way Accountability

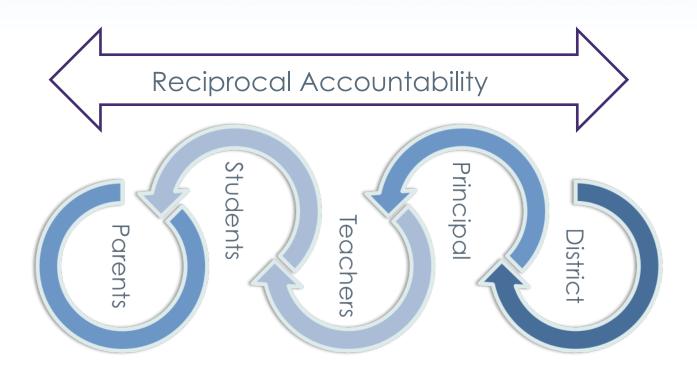




Reciprocal Accountability



Reciprocal Accountability





Dayton Intermediate School

Principal and Assistant Principal Reciprocal Accountability Agreement

As the principal or sice principal of Dayram Intermediate School, I agree to uphold a commitment to doing the following so that we can fully reach our mission and vision:

- In collaboration with the staff, we will develop a unifying mission to guide us of all that we do, across the extent his comput. We will have with defining what graduating this standards should be able to do, and where we want then his go in the and them with backwards to evite our mission, mission and values.
- in evidaberation with the staff, we will review and update DES discipline system with a committee that will devote a multi-level relieve plan that lockedes training for teachers, students and parents. The re-design of the system will be becaused on supporting before relieved relieved-making.
- Work with staff to develop an agreed upon list of non-negotiables' for students at DLL including tools and head practices for DLS staff to ensure we appear and model for students from to live up to the "non-negotiables" by doing non-part to improve the learning controllent.
- In calcularization with the leaderlying team and SIP, we will systematically seek feedback from all staff on our progress performance, teaching conditions and professional development (PD)
- Held monthly, luminous, random studied form groups to gain feedback on the student perspective regarding the school culture, school pride and teaching and learning.
- Create and maintain a PD Committee of teachers in write a yearlong PD plan that all teachers support.
- Provide the needed in school professional development time, collaboration time, and individual quarting to help implement the district initiatives of instructional design lesion cycle format, and delayery of sessions aligned with Common Control.
- Loistoratively develop a culture of aimte, teachers, students and parents focusing on personal SMART goals and Reciprocal Accounts/billy Agreements.
- Develop an administrators and orbital wide culture of using putting messages to staff and shadents, and incentives, focused on growth and improvement.
- Ensure all group smalls are sent to both classified and certified radii. Staff will hereby be known as all who work at DS.
 (The definition of Staff or DS. is anyone who gets a paycheck for working at DS. in any passion).
- Levite all staff to solvetarily artend all meetings including every SIP meeting
- The school budget will be completed with the full SIP Team, where all staff is resimitarily toward.
- Work with the Parent Faculty Chile to tertile parents and community manufact to be pass? Incident and to develop a logicy detailed parent handbook (Bared on 10). Any discipline system described above and college and career placetage), Also, the Chile can explain a Parent Resource Court event parent virus extent.
- . Invite all parents to any and all adudent presentations and colebrations.
- Field a monthly "Coffee with the Principal" for parents and community members.
- Support data teams in developing an agreed upon, inductivide system for regularly collecting and analytising common formative interaction data. This will include developing a nature of probleming coarrivous, grade level and individual growth by forecarries and forecarries and forecarries and forecarries are an additional growth and in solven a manaly.

Linda M. Flaherry

Grado M. Blokuty

University of Nevada - Reno BS - Developmental Biology University of Nevada - Reno med - Special Education

University of Nevada - Reno Educational Specialist - Ed. Adm.



Dayton Intermediate School 2012-2013

Teachers Reciprocal Accountability Agreement

As a searcher or Parties Intermediate School Fagree to uphed a rearest search to during the following to their we can fully reach our extension and vision:

- Lead by example to following all whost roles acting as a role model of some bin to appropriate behaviors we much to see from the risks.
- It is a predoctive/positive part of solving problem
- Use each other as resources and accept other staff as trateers when the ring their expertise at sharing what they have been trained on.
- · Use effective consequences strategies yours than all crudents are ranginged during incommittee.
- ← Create and use Common Core (State Standards) Issuesments that are common.
- Laplement Prefessional Development industives in classrooms, as appropriate
- Be open-mixeded by being witting to commit to group flections (don't be the 10%).
- Show mutual respect aroung all DIS resonancy members.
- Rullow behavior place and the engagement strategies to minimize but time doe to behavior, and technic through with logical DIS consequences.
- Uphold clear communication between all parties, including open communication with administration
- Texas belt to belt (and/or naive students engaged bell to belt).
- Monitor hallways and bathrings during transitions and when making the hallways on my prepriese.
- Do not part to make collaboration time recenterful act on what we have learned it implement it)
- Respond to parent communication within 48 working bours.
- Vicep to communication, whether for celebrating progress or to get purest support on organization and in particular with parents of arensk (stadeons and behavior) stadeous was exact, place and/or ventround its a preactive magnet.

Mrs Becky Sheer

Becky Green

Utah State University BS-Special Education Sierra Nevada College Teaching Credential

med - Reading Remediation